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ABSTRACT

Organization and recent trends in education in Japan are discussed. Part one of the report describes administration, structure, and curriculum. The central education authority is the Ministry of Education, Science and Culture. Matters of policy and finances are administered by boards of education on prefectural and municipal levels. Elementary and lower secondary school is compulsory starting when a child is six; upper secondary education can be obtained through full-time, part-time, or correspondance study. Tables outline required courses for each of the three levels. Interestingly, all female students must take four credits of general homemaking. New developments in education during 1974-76 are reviewed in part two of the report. Curriculum change is underway, involving updating of textbooks in order to incorporate humanitarian and civic responsibility in elementary and secondary courses. Trends in higher education include expansion of enrollment capacities of existing colleges; establishment of financial assistance to private schools; and creation of special training schools in areas such as public health, agriculture, and business. (AV)

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Development of Education in Japan, 1974-1976

Report Presented at the XXXVIth International Conference on Education

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Part I Organization and Structure of the Educational System

1. Fundamental Principles of Education in Japan

The Constitution of Japan enacted in 1946 defines the basic right and duty of the people to receive education as follows: "All people shall have the right to receive an equal education correspondent to their abilities, as provided for by law. Such compulsory education shall be free." (Article 26).

The Fundamental Law of Education enacted in 1947 sets forth the basic national aims and principles of education in accordance with the spirit of the Constitution. The central aim of education is defined as bringing up self-reliant members of a peaceful and democratic community with a respect for human values.

To achieve this aim, the Law establishes specific national principles of education such as equal opportunity of education, prohibition against partisan political education or sectarian religious education in public schools. With regard to equal opportunity of education, the Law prohibits "discrimination according to race, creed, sex, social status, economic position or family background."

2. System of Administration

(1) Educational Administration

The general framework of educational administration both at the national and local levels is shown in Chart 1. The nature and main functions of the education authority of each level are summarized below.

a. National Level

The central education authority in Japan is the Ministry of Education, Science and Culture, which is responsible for the integrated administration of governmental services at the national level relating to the promotion and dissemination of education at all levels including social education, science and culture. The Ministry establishes a number of national educational institutions including

universities, junior colleges, technical colleges, youth houses and museums.

It supervises, advises and gives financial assistance to local public bodies and requires reports upon the educational activities under the jurisdiction of the local authorities. As occasion demands it also makes inquiry and gives orders for necessary improvements or corrections to local education authorities.

b. Prefectural Level

In Japan there are 47 prefectures, one of which is the national capital. Each prefecture is subdivided into a number of municipalities (3,257, March 1975).

In every prefecture and every municipality there is a board of education which serves as local education authority. The prefectural board of education is an executive organ of the council system and consists of five members appointed by the governor with the consent of the prefectural assembly (both the governor and the prefectural assembly are elected by the people). The members hold office for four years.

The Prefectural Superintendent of Education, chief executive officer responsible for all the duties of the board of education, is appointed by the board with the approval of the Minister of Education, Science and Culture. The major functions of the prefectural board of education are as follows:

i. To establish and administer prefectural educational institutions (mainly, upper secondary schools, special schools for the blind, the deaf and other handicapped people and social education facilities such as museums and youth houses).

ii. To supervise, advise and give financial assistance to the municipal boards of education within the prefecture.

iii. To require municipal boards of education to submit pertinent reports, and, when necessary, to give them orders for improvements or corrections in their activities.

iv. To appoint and dismiss teachers of elementary, lower secondary, part-time upper secondary schools and

schools for the blind, the deaf and other handicapped which are established and operated by municipalities, and to pay salaries of these teachers.

v. To issue certificates for teachers.

vi. To coordinate school lunch programmes.

Apart from the prefectural board of education, the prefectural governor also has some responsibilities on education. His main functions include the following.

i. To administer prefectural universities and junior colleges.

ii. To make general supervision of private schools except private institutions of higher education.

iii. To prepare the prefectural budget for all sectors including education and submit it to the prefectural assembly.

iv. To acquire and dispose of prefectural educational properties.

c. Municipal Level

The municipal board of education consists of five or three members appointed by the mayor with the consent of the municipal assembly. The members hold office for four years as in the case of the prefectural board.

The municipal board selects a Municipal Superintendent of Education, who will serve as its chief executive officer responsible to the board of education, from among the board members with the approval of the prefectural board of education. Among the major functions of the municipal board are:

i. To administer municipal educational establishments (mainly, elementary and lower secondary schools and citizens' public halls and other social education establishments.)

ii. To appoint and dismiss teachers of elementary, lower secondary schools and other municipal educational establishments.

iii. To organize curricula for the municipal elementary and secondary schools.

iv. To adopt textbooks to be used in the municipal elementary and secondary schools.

The municipal mayor also has some responsibility on education. His main functions include the following:

i. To administer municipal universities and junior colleges.

ii. To acquire and dispose of municipal educational properties.

iii. To prepare and execute the municipal budget for all sectors including education and submit it to the municipal assembly.

(2) Educational Finance

The responsibility for financial support of public education is shared by the national, prefectural and municipal governments. Each government provides its own educational activities from funds derived from its own taxes and other income. None of the national, prefectural or municipal taxes are earmarked for specific governmental services. How much of tax income should be allotted to educational services is at the disposal of each government. In other words, there is no education tax in this country.

a. Educational Expenditures of the National Government

Educational expenditures of the national government may be classified into two categories:

i. expenditures for national educational establishments and services

ii. subsidies earmarked for education which are made to prefectures, municipalities, private educational establishments and other bodies.

In addition to the subsidies earmarked for education, there exists a system called "Local Allocation Tax" grants to prefectures and municipalities. The government designates a certain proportion (32% in 1976-77) of the income tax,

corporation tax and liquor tax as "Local Allocation Tax", which is distributed in grants among prefectural and municipal governments. The grants are intended to reduce the inequality in financial ability among the different prefectures and municipalities. Although these grants are not earmarked for any specific governmental services, a part of them is spent for education.

b. Educational Expenditures of Prefectural Government

Educational expenditures of the prefectural government include (i) expenditures for established and administration of prefectural educational institutions and educational services carried out by prefectures. (ii) salaries of teachers in municipal elementary, lower secondary, part-time upper secondary schools and schools for the blind, the deaf and other handicapped, (iii) subsidies to municipalities for educational purposes.

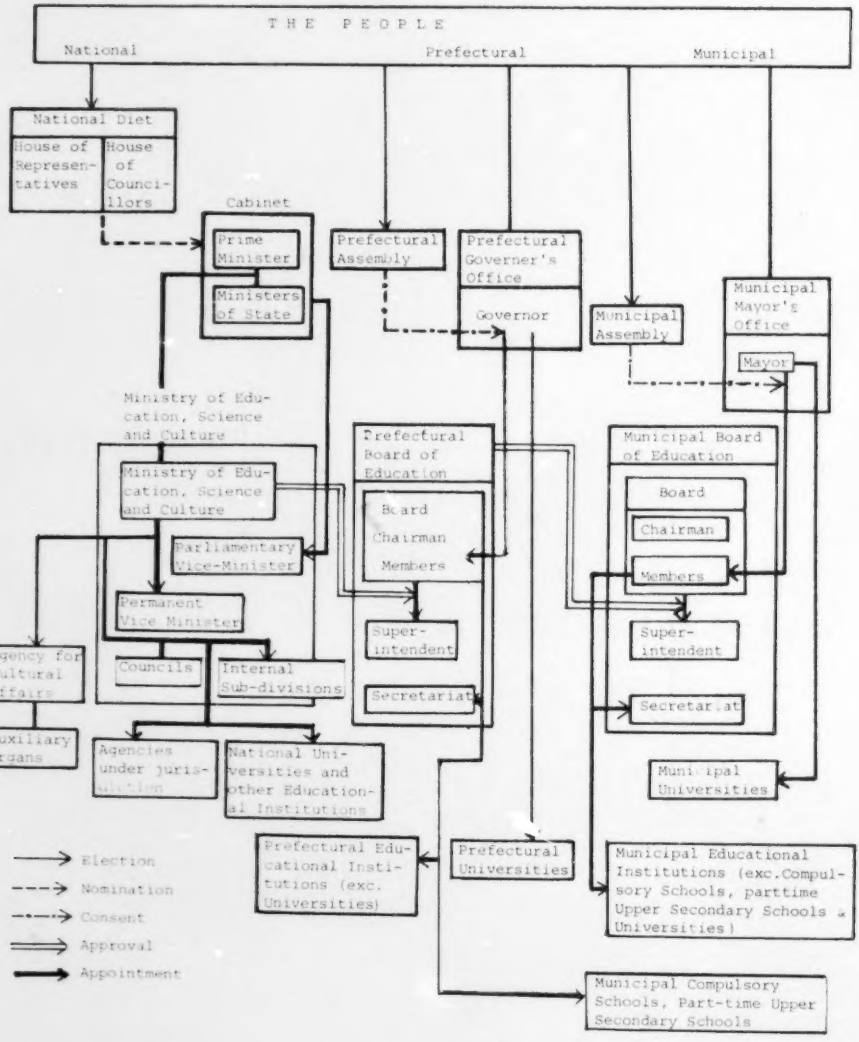
c. Educational Expenditures of Municipal Government

Educational expenditures of the municipal government include (i) expenditures for establishment and administration of municipal elementary and lower secondary schools (other than teachers' salaries), (ii) expenditures for establishment and administration of other municipal schools and social education facilities.

d. The Share of Education in National Income and in Public Finance

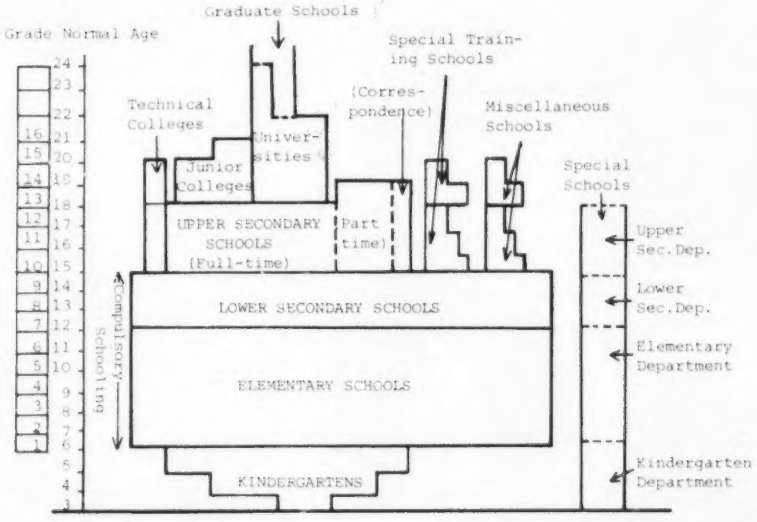
In the fiscal year 1973-74, total public expenditures for education amounted to 5,060,245 million yen, which accounted for 5.5% of national income, and 19.9% of net total of national and local government expenditures. The proportion of national government expenditures spent on education was 10.6%, and the average proportion of local government expenditures devoted to education was 27.4% at the prefectural level, and 20.8% at the municipal level.

Chart 1 STRUCTURE OF EDUCATIONAL ADMINISTRATION



3. Structure and Organization

Chart II ORGANIZATION OF EDUCATIONAL SYSTEM



(1) Elementary Schools (Shogakko)

All the children who have attained the age of 6 are required to attend a six-year elementary school. The elementary school aims at giving children between the ages of 6 and 12 elementary general education adapted to the stage of their mental and physical development.

(2) Lower Secondary Schools (Chugakko)

All the children who have completed the elementary school course are required to go on to a three-year lower secondary school. They must attend until the end of the school year during which they have reached the age of 15. The lower secondary school gives children between the ages of 12 and 15 general education adapted to the level of their mental and physical development on the basis of education given in the elementary school.

(3) Upper Seconday Schools (Kotogakko)

A child who has completed the lower secondary school course may go on to an upper secondary school courses: full-time, part-time and correspondence. The full-time course lasts three years, while both the part-time and the correspondence courses four years or more. Part-time courses are of two types: day course and evening course. The majority of them are evening ones.

Both the part-time and correspondence courses lead to a diploma equivalent to that available to students in the full-time course. The proportion of the students in both part-time and correspondence courses is 5.6% of the total number of the students of upper secondary schools.

(4) Institutions of Higher Education

There are three types of institutions of higher education: universities, junior colleges and technical colleges.

Universities (Daigaku)

Universities require for admission the completion of upper secondary schooling or its equivalent, and offer at least 4-year courses (6-year courses in medicine and dentistry) leading to the bachelor's degree. There were 428 universities (88 national, 33 prefectural and municipal and 307 private) in Japan in 1976.

A university may set up a graduate school offering advanced instruction and study of theory and application in a variety of fields leading to the master's and doctor's degrees according to the courses completed. There are graduate school in approximately one half of the universities.

Junior Colleges (Tanki-daigaku)

Junior colleges provide upper secondary school graduates with two or three-year programmes in different fields of study. There were 512 junior colleges (32 national, 47 prefectural and municipal and 433 private) in Japan in 1976. Most courses offered in these colleges are in the fields of home economics, teacher training and literature. The majority of the students in these colleges are women. The credits acquired at junior colleges may be counted as part of the credits leading to the bachelor's degree.

Technical Colleges (Koto-senmon-gakko)

Unlike universities or junior colleges, technical colleges require for admission the completion of lower secondary schooling, and offer 5-year (5.5 year in mercantile marine courses) consistent programmes for training of technicians.

Technical colleges offer courses in mechanical engineering, electric engineering, chemical engineering, civil engineering, etc. Legally, those students who have completed a technical college course may apply for admission to the upper division of a university. Technical colleges came into existence in 1962, and there were 65 colleges (54 national, 4 prefectural and municipal and 7 private) in May 1976.

(5) Kindergartens (Yochien)

Kindergartens aim at helping pre-school children develop their mind and body by providing a sound educative environment for them. Kindergartens admit children aged 3, 4 or 5, and provide them with one to three-year courses. Three-year olds are admitted to three-year courses, four-year olds to two-year courses, and five-year olds to one-year courses. The majority of the kindergartens are privately controlled.

Apart from kindergartens, there are day nurseries (Hoikusho) which also serve as child welfare institutions to nurture infants and small children who are lacking appropriate care. While kindergartens are under supervision of national

and local education authorities, day nurseries are supervised by national and local welfare authorities. These day nurseries cater for infants and small children who are in need of institutional care. The children of kindergarten equivalent age (3 to 5 years old) enrolled in these institutions are usually given similar instruction to that available in kindergartens. Most of the day nurseries are run by local governments.

(6) Special Schools (Tokushu-kyoiku-gakko)

Special schools aim at giving physically or mentally handicapped children special education adapted to the needs of such children. There are schools for the blind, schools for the deaf, and school for the otherwise handicapped.

(7) Special Training Schools (Senshu-gakko) and Miscellaneous Schools (Kakushu-gakko)

a. Special Training Schools

In terms of the contents of teaching provided, the special training school course may be classified into three categories: the upper secondary course, the advanced course and the general course. Aiming at developing the students' ability required for their working life or daily life, or at raising their level of general education, every courses last at least for one year for 40 or more students, giving instruction for 800 class hours.

The special training school offering "upper secondary course" called as "upper secondary special training schools" require for admission the completion of lower secondary schooling. The advanced or college course in the special training colleges requires for admission the completion of upper secondary schooling, but the general course in the colleges is open to anyone regardless of one's academic attainment.

b. Miscellaneous schools

Miscellaneous schools provide young people with vocational and practical courses in dressmaking, cooking, bookkeeping, typing, automobile repairing, computer techniques, etc. Most courses in miscellaneous schools require for admission the completion of lower secondary schooling, while some courses require the completion of an upper secondary schooling. The length of course is less than one year.

4. Curricula

(1) Curricula for Elementary and Secondary Schools

a. General Framework

The subjects to be offered, and the standard number of school hours per year for each subject on elementary and lower secondary schools are provided for in Ordinance of Ministry of Education, Science and Culture entitled "Enforcement Regulations for the School Education Law." For upper secondary schools, the same ordinance lays down the kinds of subjects only.

The basic framework for school curricula including the objectives and standard contents and method of teaching in different subjects is outlined in the national "Course of Study," which is compiled by the Ministry of Education, Science and Culture for each of three school levels (i.e., elementary, lower secondary and upper secondary), on the basis of the recommendation of the Curriculum Council, an advisory body to the Minister.

Each school organizes its own curriculum in accordance with the Course of Study, in due consideration of local needs and of pupils' stage of development and experience.

b. Elementary and Lower Secondary School Curricula

i. Elementary School Curriculum

Table 1 Standard Number of Yearly School Hours* in Elementary Schools

(Effective from 1971)

Subjects**	1st grade	2nd grade	3rd grade	4th grade	5th grade	6th grade
Japanese Language	238	315	280	280	245	245
Social Studies	68	70	105	140	140	140
Arithmetic	102	140	175	210	210	210
Science	78	70	105	105	140	140

Music	102	70	70	70	70	70
Art and Handicrafts	102	70	70	70	70	70
Homemaking	-	-	-	-	70	70
Physical Education	102	105	105	105	105	105
Moral Education***	34	35	35	35	35	35
Total	816	875	945	1,015	1,085	1,085

* One school hour represents 45 minutes. The schools must give instruction for 35 weeks or more per year.

** "Subjects" exclude "special activities," such as, children's activities, regular school activities and classroom activities for each grade.

*** In private schools, moral education may be substituted with religious education.

ii. Lower Secondary School Curriculum

Table 2 Standard Number of Yearly School Hours* in Lower Secondary Schools

(Effective from 1972)

Subjects	7th grade	8th grade	9th grade
Japanese Language	175	175	175
Social Studies	140	140	175
Mathematics	140	140	140
Science	140	140	140
Music	70	70	35
Fine Arts	70	70	35

Health and Physical Education	125	125	125
Industrial Arts or Homemaking	105	105	105
Moral Education**	35	35	35
Special Activities***	50	50	50
Elective Subjects****	140	140	140
Total	1,190	1,190	1,155

* One school hour represents 50 minutes. The schools must give instruction for 35 weeks or more per year.

** In private schools, moral education may be substituted with religious education.

*** "Special Activities" means extra-class activities such as pupil assemblies, club activities, pupil guidance, school ceremonies, school excursions, etc.

**** Pupils may choose more than one subjects from among elective subjects such as foreign language (English, German, French or any other language), vocational subjects, and other subjects determined by local education authorities in light of local needs, pupils' abilities and prospects, etc.

(2) Upper Secondary School Curriculum

The education form adopted in upper secondary school is the course of study system. The courses offered in upper secondary schools are general ones and specialized ones. Specialized courses are further classified into vocational and other kinds of non-vocational specialized courses. Upper secondary school curriculum consists of different subjects and extra-curricular activities, and various curriculum may be developed according to the objectives of these courses. Subjects are classified into required and elective subjects. The required subjects (see the table 3 below) must be studied by all students of different courses as commonly necessary educational content in upper secondary education. The elective subjects are other subjects than

the required subjects and may be selected according to students' ability, aptitude, future plans and so forth. In addition to these subjects, there are extra-curricular educational activities such as home room, students' assembly, club activities and regular school events. All students are required to participate in home room and a club activity by one credit-hour a week.

Table 3 Required Subjects for All Students in Upper Secondary Schools

(Effective from 1973)

Subject Area	Required Subjects	Standard Number of Credits
Japanese Language	1. Modern Language 2. Classics I - A	7 2
Social Studies	3. Ethics-Civics 4. Political Science-Economics 5 & 6 Two subjects out of (1) Japanese History (2) World History (3) Geography A or B	2 2 6
Mathematics	7. General Mathematics or Mathematics I	6
Science	8. Basic Science, or two subjects out of (1) Physics I (2) Chemistry I (3) Biology I (4) Earth Science I	6
Health and Physical Education	9. Physical Education 10. Health	7~9 2
Fine Arts	11. One subject out of (1) Music I (2) Fine Arts I (3) Handicrafts I (4) Calligraphy I	2
Homemaking	12. General Homemaking	(Girls only) 4

Part II New Development in Education during the period 1974-1976

1. New Lines of Educational Policies

Supported by the nation's enthusiasm and effort, Japanese post-war education made a rapid progress and the enrolment ratio in upper secondary schools has reached as high as 93 per cent and that in college or university 39 per cent. Furthermore, educational demand of Japanese people shows both expanding and differentiating tendency.

In order to meet such a situation, the Ministry of Education, Science and Culture, with the support of various sectors of the nation, has been taking several measures to expand access to education throughout life including school education, social education and family education. The following two measures which have been under deliberation by the two bodies are of greater importance as the guidelines for future educational policies. The findings of these bodies have really great influence upon Japanese educational policies, and therefore serve as indicators of the future orientation of Japan's education.

(1) Improvement of Elementary and Secondary School Curriculum

In November 1973, the Minister of Education, Science and Culture referred to the Curriculum Council the question, "how to improve elementary, lower secondary and upper secondary school curricula." This consultation is aimed at studying what an appropriate content of teaching at upper secondary schools should be like under the present situation where upper secondary school has become a national educational institution enrolling most of the age group, and also at trying to find out the way of letting students and children master the carefully selected contents of education throughout elementary and lower and upper secondary schools. It is an effort to develop the school curricula which enable students and children to lead a freer and richer school life.

The Council made its energetic and full studies on the school curricula at each of the elementary, lower secondary and upper secondary levels and on each subject of teaching as well and presented its recommendation in December 1976. It is expected that the curricula based

on a new "course of study" reflecting the recommendation will be put into practice on a full scale only in 1980 in elementary schools, in 1981 in lower secondary schools and in 1982 in upper secondary schools due to the fact that it will take about three years to edit, authorize and adopt textbooks to be used with the new curricula. The fundamental ideas of the new school curricula may be summarized as follows:

(a) To make students and children the ones rich in humanity

(b) To enable students and children to lead freer and richer school life and

(c) To put emphasis upon such contents of education which are fundamental and basic as a sound citizen and to make it possible to offer education in accordance with students' and children's personality and ability.

Based upon these ideas, it was proposed to select basic and fundamental contents only and to decrease the total number of yearly class hours by 10 percent at elementary and secondary school. It is the first time that Japan's post-war school education reduces the number of class hours and it is expected that this will lessen pupil and students' study load and eventually make the school life much freer and richer.

On the other hand it is proposed to link more closely the educational programmes in upper secondary school and those in lower secondary school and to unify the fundamental and basic contents of learning offered in the lower classes in upper secondary school so that in the higher classes it will be possible to select subject in more effective way.

(2) Repletion of Higher Education under a Well-Laid Plan

a. Japan's higher education made a rapid progress in recent years and reached to the level favorably compared with most of the other countries. It can hardly be said, however, that the development of higher education has been achieved under a well-laid plan, and as the result, is now facing many problems and distortions in local distribution of institution, composition of specialized field of study within the institutions and others.

b. Therefore, the Ministry of Education, Science and Culture set up in 1973 a "Round Table on Higher Education" composed of representatives of organizations and councils concerned with higher education, and experienced and learned persons representing in various sectors, and has been studying the way to expand and replete higher education in a long-term perspective. The guidelines presented in the report of the Round Table in 1975 show the basic direction of higher education policies in Japan in the future.

c. And, taking into account the changing circumstances of higher education, the movement of the population of 18 years of age and also the measure for curbing the establishment of new private college, university and junior college and the expansion of the ones in existence for the period of 5 years, which aims at maintaining and improving the quality of private school education; 10-year development plan with 1985 as its target year was formulated. The plan has two phases: the 1st phase of 5-year-period of 1976-1980 and the 2nd of another 5-year-plan of 1981-1986, and has made clear how a quantitative improvement of that education achieved and what would actually be done for it during the 1st phase of the plan.

d. At the 1st phase, necessity of greater flexibility to the whole structure of higher education is pointed out considering to increase the quality, especially from the viewpoint of achieving the improvement for future development of higher education. An increased number of students who go to universities and colleges should be kept under approximately 32,000 in 1975. (Total number of new students enrolled in universities and colleges in 1975 are 608,000 and the average yearly increase in number from 1971 to 1975 is 27,000.)

e. The Ministry will promote practical improvement of national and prefectural and municipal institutions of higher education under full consideration of the principles described above. And new establishment or expansion of private institutions of higher education, will be also discussed fully from the viewpoint of the same principles of the report.

f. The plan for the 2nd phase will be formulated at an appropriate time in the future. In making the plan, what will have been achieved towards the end of the 1st phase must be reviewed and also the social and economic changed that will have been brought about and the shift in

the nation's and community's demand for higher education that will have appeared during the period of the 1st phase must be taken into consideration.

2. Education Reform and Innovation

In line with the above-mentioned new direction of educational policies, the following educational innovations and the plans for them have been introduced:

(1) Betterment of teacher's working conditions and salary

In parallel to the afore-mentioned improvement of school curriculum, the measures have been taken in order that the supply of qualified teachers may be ensured. Teacher's salary has already been raised twice, and at present the salary of "Shunin-teachers" (teacher supervisors) and the teachers with rich experience in teaching are being raised. These improvements of teacher's working conditions are being materialized upon the strength of the Law for Special Measures to Ensure the Supply of Qualified Teachers of Schools for Compulsory Education that was enacted in 1974. In the meantime, the Law concerning Leave for Child-Rearing was enacted in order that woman teachers may continue to hold their posts of teaching.

(2) Establishment of assistance system to private school education

In Japan's education, private schools play an important role. Of the total number of upper secondary school students, 30.2 percent are enrolled at private upper secondary schools and of the total number of students in higher education institutions, 79 percent at private colleges or universities. With their unique education that they offer in their own spirit, private schools have been making a great contribution to Japan's educational development. In view of the fact, the Ministry has increased to a great extent its financial assistance to cover the running expenses of private schools (from 64 million yen in 1974 to 108,707,000 yen in 1975 and to 147,007,000 yen in 1976), which is intended for maintenance and improvement of the conditions for private school education. Concerning private universities and junior colleges new establishment or expansion should not be approved in principle and effort will be made to increase quality to develop unique characteristics of each institution and to

promote improvement systematically for well-balanced higher education.

(3) Creation of special training schools

Besides the educational institutions provided by the School Education Law, such as, elementary, lower and upper secondary school and college or university, there exists in Japan the educational establishment called miscellaneous school (about 8,000 in number and with about 1.2 million students in total), which offer mainly practical and professional education so the learners can acquire knowledge and skill required for work, homemaking and daily life. Miscellaneous schools have met the nation's needs that could not be met well by school education. In view of the important role that these schools have played in increasing the citizen's opportunity of receiving education, the Ministry took a legal measure, which was put into effect on 1st April, 1976, to institutionalize some of them, that are considered to be in an appropriate size as an educational institution and offer a certain level of education under a well-laid plan, under the name of special training schools, and intensified its effort to promote the education at these school. A special training school is an educational establishment aiming to help increase one's ability required for one's work and daily life, and to raise the level of one's general education. It must offer (1) the course of one or more years, (2) the instruction and training for 800 or more class hours, and must always have 40 or more learners in one course. Special training schools are classified into three types: "upper secondary special training schools" for those who completed lower secondary schooling, "special training colleges" for those who have completed upper secondary schooling and others to which anyone can be admitted regardless one's academic background.

In May, 1976, there was a total number of 894 special training schools, of which 46 were national, 28 public and 820 private. The special courses offered for upper secondary school graduates are more than half of the total.
(See the following table)

Number of Students Enrolled in Special Training Schools by Course and Field of Study

Course \ Field	Industry	Agriculture	Medical treatment	Public health	Education & social welfare	Commerce & practice of business	Homemaking	Culture & general education	Total
College-level	12,449 (13.7)	23 (0.0)	15,510 (17.1)	2,392 (2.6)	5,301 (5.8)	6,198 (6.8)	45,309 (50.0)	3,435 (4.0)	90,617 (100)
Upper secondary level	1,434 (5.7)	24 (0.1)	1,240 (4.9)	2,836 (11.2)	0 (0)	3,700 (14.6)	14,764 (58.4)	1,288 (5.1)	25,286 (100)
General	169 (1.1)	0 (0.0)	175 (1.1)	616 (4.0)	0 (0.0)	1,142 (7.3)	11,204 (71.9)	2,280 (14.6)	15,586 (58.4)
Total	14,052 (10.7)	47 (0.1)	16,925 (12.9)	5,844 (4.4)	5,301 (4.0)	11,010 (8.4)	71,277 (54.2)	7,003 (5.3)	131,489 (100)

(%)

(4) Attempts for Reform of Higher Education

Accompanying recent social progress, national need for higher education is more and more increasing. In order to meet with such social demand, not only the repletion and improvement of existing universities and colleges should be proceeded, but also promotion of various development of higher education as a whole and improvement of educational research conditions are necessary. For example, various kinds of reforms such as increase of flexibility of higher education systems and so forth should be implemented in order to solve problems which could not be solved within the existing institutional framework. The Ministry and universities have been taking various actions as shown in the followings to increase flexibility of higher education systems for promotion and realization of self-directed efforts of universities.

a. It became possible to replace the "department" in the existing system by establishing a new organ of educational research in universities since 1973.

b. It became possible to arrange study course of general education in a flexible way since 1970.

c. It became possible to exchange credits and so forth between the among universities since 1972.

d. A postgraduate study system was made flexible and has been repleted since 1974.

e. In medical and dental departments it became possible to carry out consistent 6-year education in addition to existing division systems since 1973.

Parallel with these institutional measures, establishment of new universities based on new ideals has been proceeded to offer examples for self-directed reforms in universities.

Examples: Tsukuba University (established in 1973 and being expanded continuously since 1974)

Technical and Science University (established in 1976)

(5) Improvement of Selection Method of University Entrants

In Japan selection of university entrants has been carried out according to the result of entrance examinations of respective universities. Therefore, the competition for entrance to universities becomes more and more strenuous because of consentration of applicants to certain well-known universities. Selection of university entrants tends to become one-chance competition focused mainly on achievement test since entrants must be selected from so many applicants. It is pointed out that applicants for university entrance tend to be chased unnecessarily in preparing and mastering examination techniques in order to manage extremely difficult or bizarre questions which are beyond the level of upper secondary education.

The Ministry, with collaboration of concerned institutions such as universities, upper secondary schools and so forth, has established a "Committee on Improvement of Selection Procedures for University Entrants" and it has been scrutinizing the problems and concluded the report in December 1971. The report pointed out improvement policies of selection procedures for university entrants based on long term perspectives such as better use of the upper secondary school record, conduct of an achievement test common to universities.

Corresponding to such trends, since 1970 the "National University Association" consisting of 88 national universities has been working on the plan to conduct an achievement test common to national universities and concluded a policy in November 1976 to implement it starting in 1979 for the selection of university entrants. The "Public University Association", consisting of 33 prefectural and municipal universities, has also determined to participate in the common test. Therefore, the Ministry has taken some measures such as establishment of the "National Center for University Entrance Examination" as a central executive organ in 1977 and implementation of a pilot test mainly by the Center for 80,000 students of upper secondary schools. Obviously it is necessary to involve private universities in this policy which cover approximately 80% of students of higher institutions and it is expected that private universities take their own measures to solve the problem.

(6) Flexible Junior College System

Together with the demand for diversification of the courses in higher education, the needs for giving wider variety to the contents of education or for opening new fields of study at junior colleges are now being keenly felt, for, it is considered that, by so doing, junior colleges can meet well the needs of the contemporary society by displaying their characteristic features.

In order to meet the needs, the Ministry, with the co-operation of the University Chartering Council, examined the existing junior college establishment standards. New junior college establishment standards were thus made public by the Ministerial Order in April, 1975.

Under the new standards, the subjects of study and the graduation requirements for junior colleges have been given greater flexibility, which will enable the colleges to offer education to meet the needs of the times and to develop their own unique characteristics as an institution of higher education.